

2014

Student Education & Character Building Center Adaptive Reuse Project

Latonia M. Ricks-Chavis
Virginia Commonwealth University

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Student Education and Character Building Center Adaptive Reuse Project

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TITLE PAGE

STUDENT EDUCATION AND CHARACTER BUILDING CENTER

Adaptive Reuse Project

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Fine Arts in Interior Environments at Virginia Commonwealth University.

by

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May 2014

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a.1. Acknowledgements

This thesis program has truly been both a challenge and an enriching experience.

A opportunity that I simply would not have been able to approach without my faith and the love and support of my husband Charles A. Chavis. In our eighteen years together you have always supported me through every twist, turn and new obligation that I have tackled.

You always promised to never let me give up, holding me up when I felt I couldn't make it through one more day. You have truly taken our vows: to have and to hold from this day forward, to heart!
I Love You and I Thank you!

To Christiania Lafazani,
You told me from day one you could see how much I was truly excited about design, you held my feet to the fire and held me to the highest standards! Thank you!

Camden Whitehead, you always asked for more, thanks for the pushes, you are truly what great professors are made of!

To each and everyone of the instructors throughout the program, thank you for your patience and understanding, I know as a student sometimes I put you to the test!

To my fashion diva's always there with an encouraging word, much love!

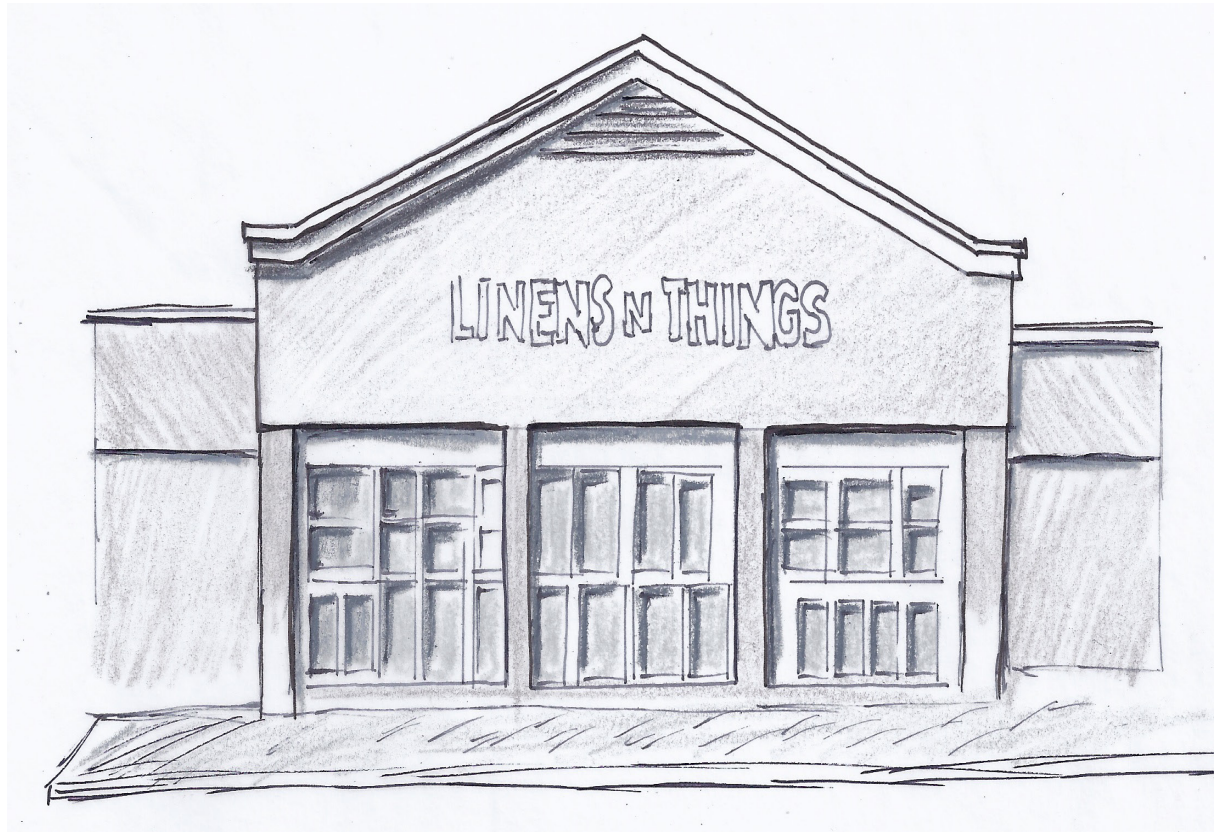
To the supporting staff, Mrs. Deloris Young, your words, your prayers and unfailing willingness to help will never be forgotten!

To my daughter Natasha thank you for helping your daddy hold it down on the homefront while I spent countless days away from home!

To my grandson, Izaiah, you have grown so much during this time, even when you told me it was time for me to "go back to school" when I was home too long! It's time for you and me!

All praise to the one who kept me from falling!
I could not have done it without you!
"Footprints in the Sand"

B. Introduction & Project Information



b.1. Code Overlay

Student Education & Character Building Center

Property Description: Built 2001
Former Linen N' Things, Patrick Henry
retail submarket , power center
development project. Anchored by
Lowe's, Home Depot, Michael's &
Farm Fresh adjacent to Radius
Apartments. Easily accessible and
visible from I-64.

Address:

369 Chatham Drive Newport News,
Virginia 23602

Property Type: Retail

Construction Type: 1A

Use and Occupancy: Group E-50

Property Sub-Type:

Free Standing Building

Building Size:

Approximately 38,943.33 sq. ft.

Working Square Footage: 16,800 sq.ft.

Acreage: 2.77 Acres

Maximum occupancy load: 50 per

Number of bathrooms and fixtures: 4

Other: The building has 2 loading
docks and is fully sprinkled.

Area Information: The Patrick Henry
retail market contain approximately
4.4 million square feet of retail space.
Patrick Henry Mall anchors this
submarket and features major retailers
such as: Dick's Sporting Goods,
Red Robin, Bailey's pub, J.C. Penney
and Dillard's. The submarket includes
stores like: Target, Barnes & Noble,
Best Buy, Toys R' Us, Babies R' Us
Costco, Sam's Club, Walmart, Trader
Joe's, Kohl's, Office Max, T.J. Maxx,
Ross Fresh Market, Value City Furniture
and more.

Zoning: C-1

Means of Ingress/Egress: Access to
Chatham Drive from Bland Boulevard
and Jefferson Avenue.

Number of Ingress/Egress points: 5

Fire Suppression System & Type:
Checkpoint - Class A Fire with ordinary
hazard.

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b.2. Manifesto

As a Designer

Life is precious

Family is important

Design should inspire us

We must extract and express emotion

Create function

Sustain life and support our environment

Provide accessibility for the masses
in every design

We must live to learn, to grow,
to constantly evolve

I exist to create change, enrich lives,
bring joy and love deeply

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b.3. Thesis Statement

True education is concerned not only with practical goals but also with values. Our aims assure us of our material life, our values make possible our spiritual life.

Ludwig Mies van der Rohe.

Functional illiteracy is a growing problem in communities with a struggling infrastructure. Through an adaptive re-use project a student education and character building center could effectively close the gap between the community and the future of these students. Color and design have a strong physiological, and social impact on the learning capability of a student. Comfort, function, flexibility and safety can positively support the educational needs of the illiterate.

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b.4. Project Statement

This project creates a positive learning environment that is not about the structure but instead how spaces can intuitively encourage learning through the use of color and tactile surfaces.

There is an unspoken growing problem of illiteracy in the United States. Many of the kids are from dysfunctional homes and are often placed into foster care, labeled as mentally unstable or juvenile delinquents and are eventually lost in the system.

In the UK facilities have been developed to address these troubled youth giving them more power and control in their personal lives. Which opens them up to social interactions between educators and fellow students.

Creating these learning centers has allowed for mental and physical freedoms not often found in the traditional school environment offering new opportunities for scholastic development and personal growth.

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b.5. Project Goals

Develop conversations between social services, local school districts, parents, teens and local business leaders that will abdicate a positive turn in the success rate of teens often faced with harsh realities in their lives.

Strengthening this bridge between parents, teachers and mentors can in fact increase the success rate of graduating teens in Newport News, Hampton and York communities.



Linen N' Things. After filing bankruptcy in 2008 the "big box" store has remained empty.

C. The Site

The Site for the Student Education and Character building center covers 38,943 S.F. The project area will cover one half of the building from the northeast to the southeast portion the building.

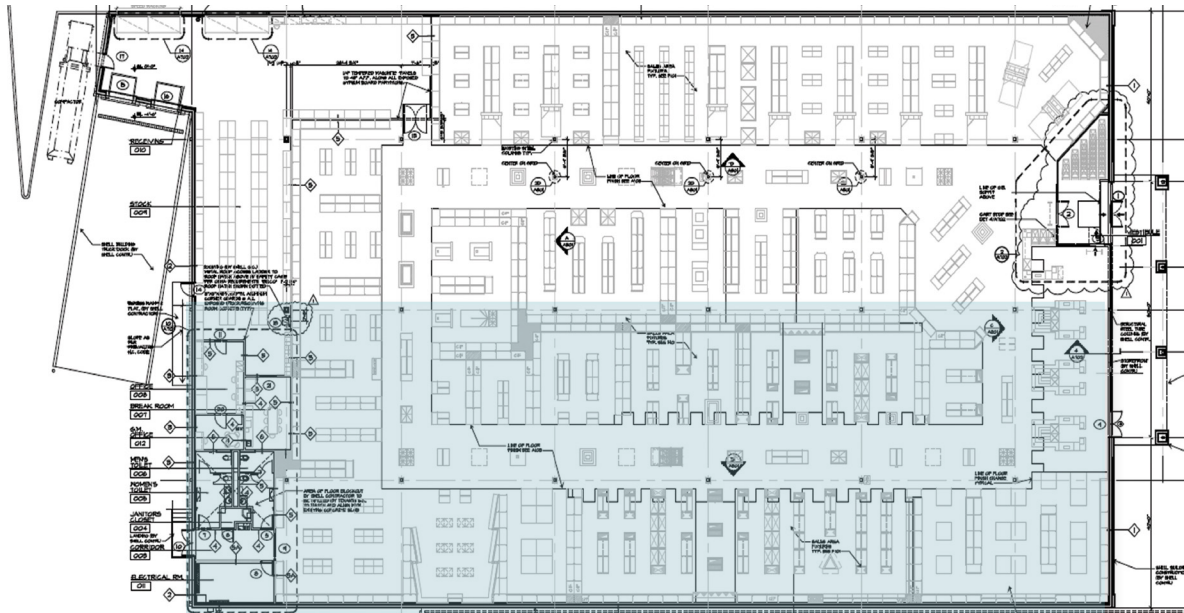


Figure 1

C.1. Site Description/Analysis



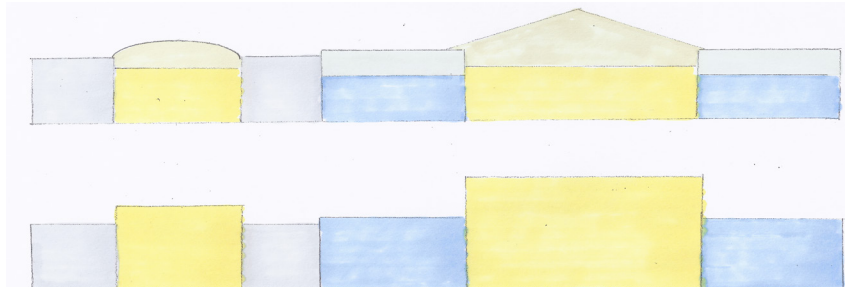


This detail map shows the physical relationship of the planned site to the neighboring communities it will service.

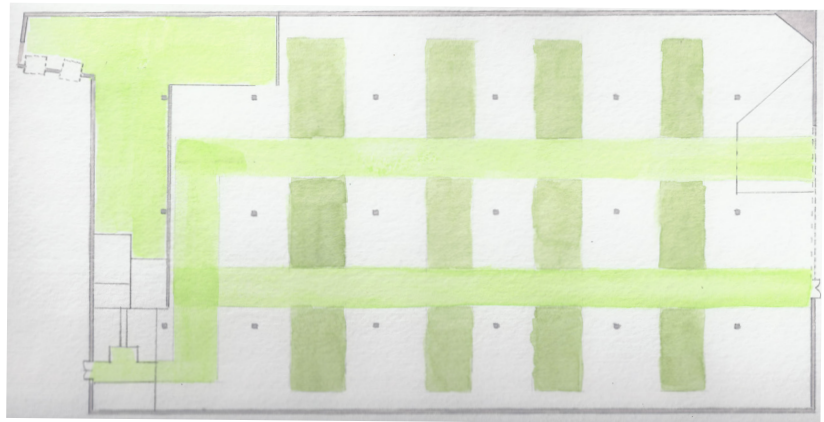
- LNT - Linen N' Things Store
- Ecko Skate Park - 2
- Empty Store Front- 3
- Farm Fresh - 4
- Lowe's - 5
- Home Depot - 6
- Michaels's - 7
- Sam's Club - 8
- Walmart - 9
- Berkshire - 10
- Heritage Way - 11
- Chesapeake Village Mobile Home - 12
- Bland Blvd Community - 13
- Kiln Creek - 14
- Newport News/Williamsburg Airport- 15

The site is located along a busy corridor in a centrally located Newport News business park of interstate 64. There are no significant topographical elements about the building site or its location.

These watercolor studies explore the generic shapes that form the front facade of the existing storefront that is made up of glass surrounded by an aluminum frame.



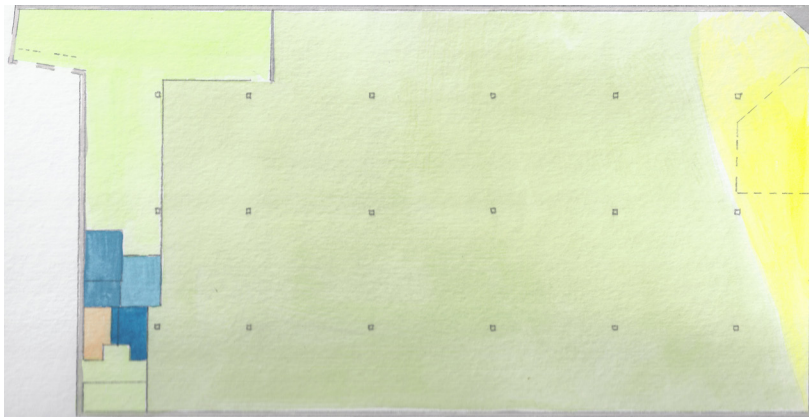
Original circulation study - Layout of store was very methodical around the support columns throughout the store.



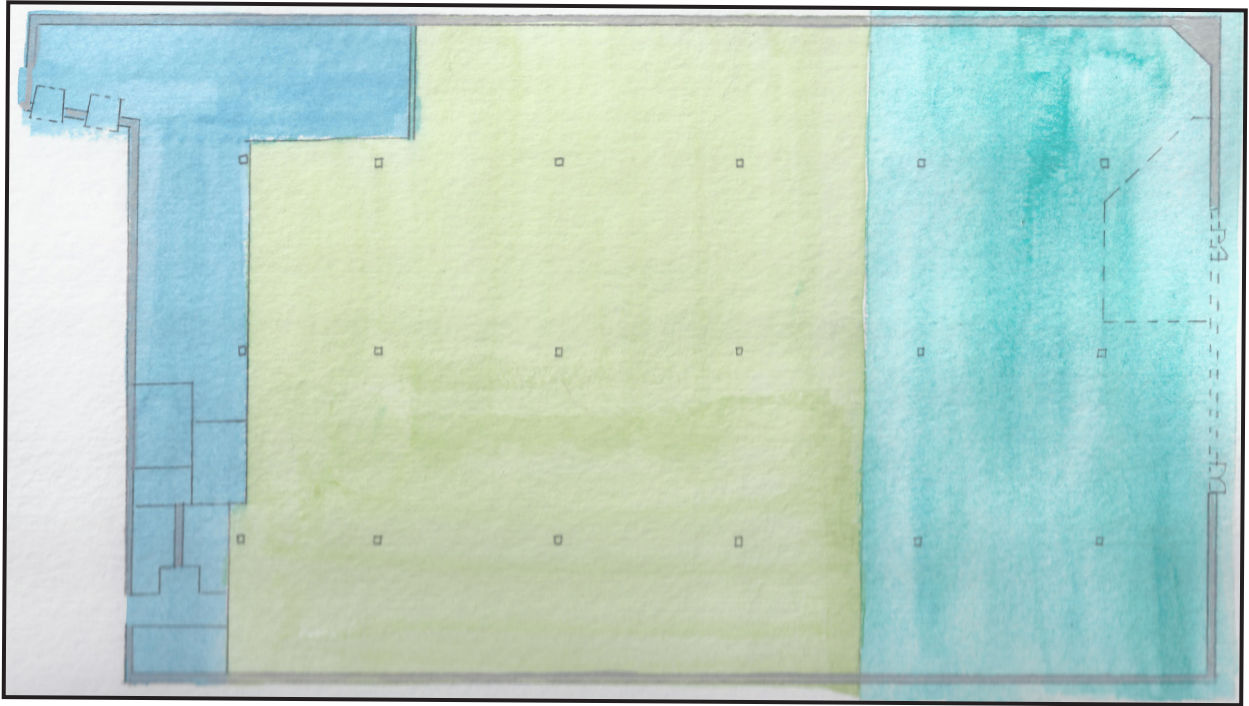
C.2. Building and Site Documentation



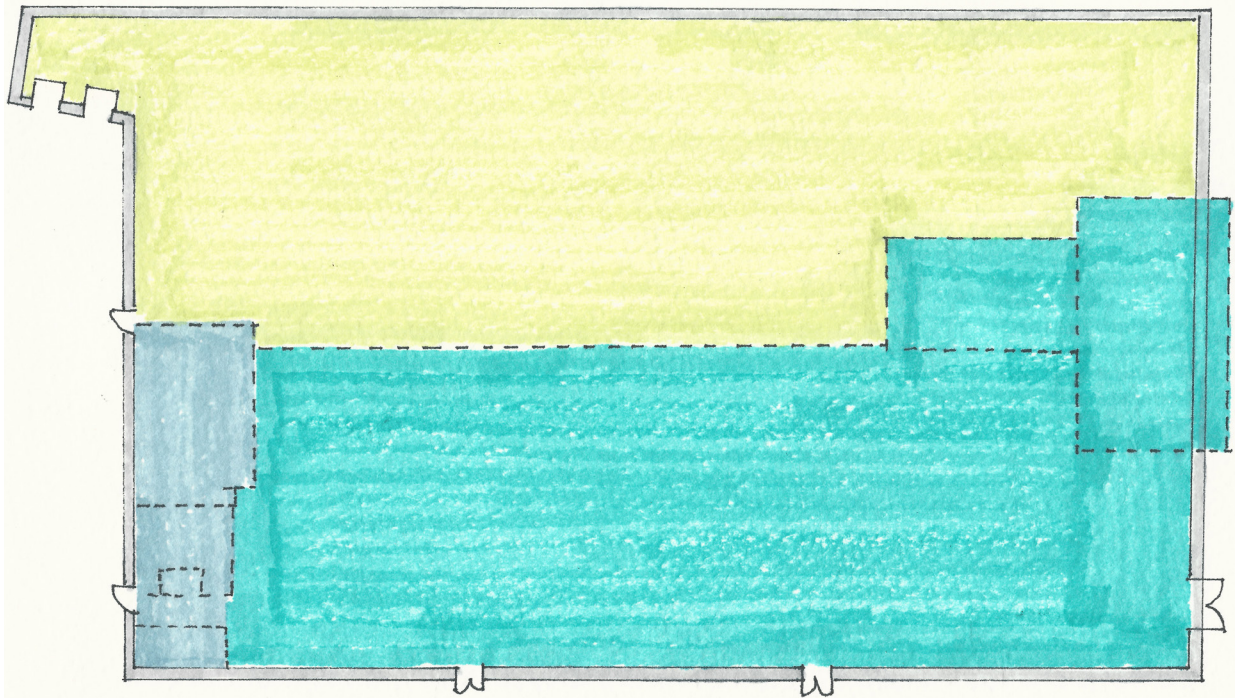
This study examines the amount of natural light and overhead lighting in the existing facility.
Appendix 1 - Sun Calculation.



This color study shows the amount of natural light that enters the space. There are not any windows along the southeast facing wall of the building.
Appendix 2 - Sun Position.



This early exploration in watercolor showing the initial program space in teal. However, this did not allow for access to existing restrooms in the rear of the facility..



This secondary exploration in watercolor shows a revised program space in blue. This layout allows for better utilization of the existing building facilities. This rectilinear exploration in fact leaves room for future program expansion.

Readdressing the initial layout sought to interconnect all programmatic areas through free flowing space allocations created without the use of physical walls.

C.2a. Adjacent Neighborhoods



The neighborhoods serviced host a diverse population of many social and economic backgrounds.

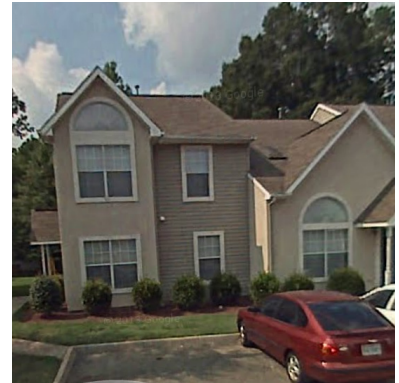






Figure 2

The focus of “Reggio Emilia” approach on preschool & primary education believes: Children needed a new way to learn. (Literature review, paper 22, June 2011).

The “Third teacher” is the physical environment, which should reflect its surrounding community of parents, teachers, educators and students. Factors in environment, open spaces, natural light, spaces for large and small groups, flexibility to reorganize and the childrens’ personal connection to thier workspaces.



Figure 3

C.3. Precedent Study/Research

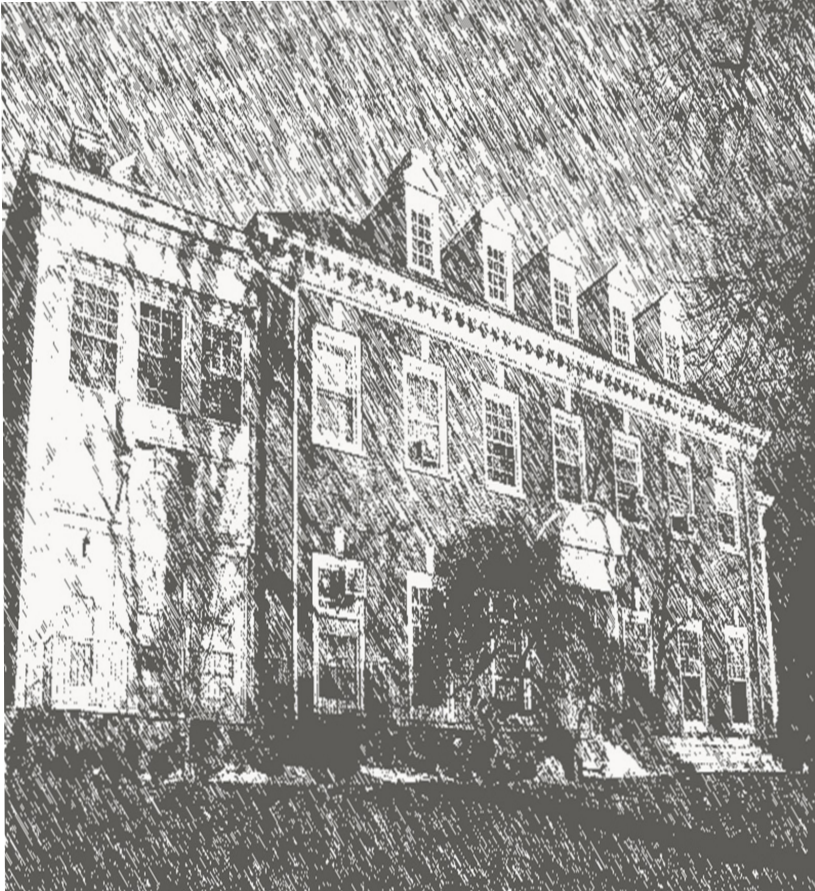


Figure 4

The Montessori approach to education was developed by an Italian educator and physician (Maria Montessori) 1897.

A healthy respect for the child's natural educational development and a prepared environment helped to spur a change in the social development of the education process.

Mixed age classrooms allowed for a discovery mode of education with teacher assistance and direction. The models were developed within four different planes. The third plane addressed the development of kids from age 12 to 18.

This area was not fully developed during her lifetime, but her initial studies and theories have since been implemented in practice.

A time of physiological changes that affect adolescence and puberty. (Montessori education).

The first U.S. Montessori School, 1911, Edward Harden Mansion, Sleepy Hollow, NY.

Elements of design have been identified as a link that can affect a students physiological, intellectual and emotionl wellbeing. These factors can be directly be attributed to the success or failure of a student in certain sociaeconomic environments. (Literature review, Paper 22, June 2011). Learning spaces should encourage creativity, energize, and inspire its potential students. These learning environments, the connection between parents, teachers, and the local community can effectively make a difference in a students future.



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C.3a Abstract

There are many programs throughout the world and in the state of Virginia that have been developed to change the outlook of at risk youth on a broader spectrum. Youth in at risk communities face a different set of parameters and are often mislabeled as “bad kids”. Many of these youth simply need an environment filled with positive energy.

This redesign will create an environment that guides through intuition and the understanding of angles and markers that are considered universal in all languages.

The space will open up a world that non institutional and with the normal boundaries and pressures of typical grading system.

The education center will cultivate healthy habits for learning that can carry them on to community colleges universities and eventually the workforce.



Figure 6A



Figure 6B



Figure 6C



Figure 6D



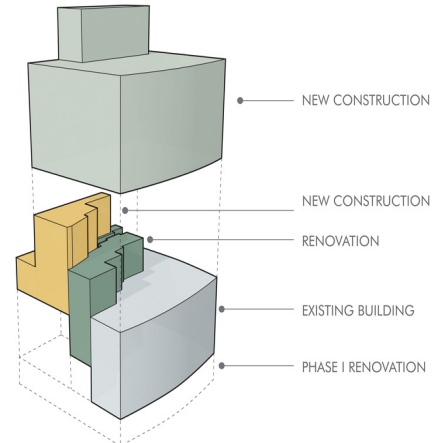
Figure 6E

The Calhoun school was designed to address programmatic challenges from a expanding student body. The physical site challenges were met by expanding both horizontally and vertically. The program focused on more than the mental capacity of students by including a whole body experience. The Newport News Student Education and Character Building Center program will start to address both issues of illiteracy and like the Calhoun School the whole body.

C.3.b. Case/Precedence Studies



Figure 6



Appendix 3

Case Study #1

The Calhoun School located In Upper West Side New York. Their program is a proponent to progressive education intended to accompany the social needs, emotional and intellectual needs of its students. The school has based its program on scientific based research that indicated children learn best through experiential learning that is activity based. (Designshare.com)

Case Study #2

Polaris School Anchorage, Alaska

This is a constructive reuse project that reutilized an old movie theatre for creative learning. Appendix 5

The school focused on an active educational curriculum that is student directed.

Mentoring by the student body and the community created a dynamic and flexible learning environment.



Figure 7



Figure 7A



Figure 7B



Figure 7C

The goal of the renovation was to refresh the old and create a new facility managed by students.

Unification of learning is fostered through mixing age groups allowing the students to effectively learn from each other.

The program created primary and secondary classroom groupings with areas for small groups creating individual learning spaces.

Appendix 6



Figure 7D



Figure 7E



Figure 8

Students of many cultures attend this school for varied lengths of time. The central theme of the school is community. Every student must feel a sense of belonging. Emphasis on student arrival & teacher parent interaction was key in the design. Layout supported the theme of positive interaction with an inward view of the central plaza and living room through which every student passes on the way to class. Appendix 7

Case Study #3

International School, Netherlands
This was a school developed for over 1800 students from many different nationalities. The school accepts full ownership to house students that are in constant transition with various cultural interests. The facade includes louvers that can control light and assist with temperature control throughout the day. (Designshare.com)
Appendix 8



Figure 8A

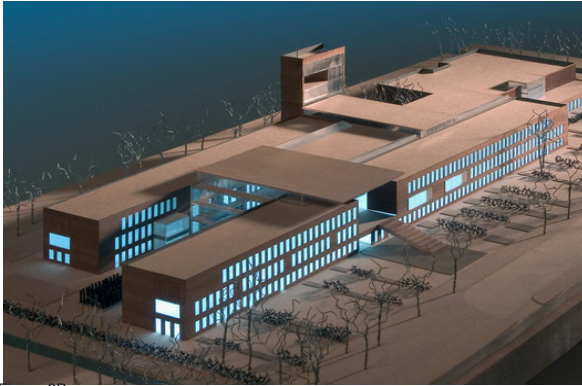


Figure 8B



Figure 8C



Figure 8D



Figure 8E

Case Study #4

The Jacobs Burns Media Center
Pleasantville, New York.

Appendix 9

The center is a green facility. LEED
certified - "Gold". It covers 27,000 S.F.
Filled with media arts laboratories.
Provides a full complement of training
suites that teach production, recording,
and editing of full feature films.

Appendix 10



Figure 9



Figure 9A



Figure 9B



Figure 9C



Figure 9D

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D. Program and Design

d.1 Programmatic Information

Linen N Things
369 Chatham Drive
Newport News, VA 23602

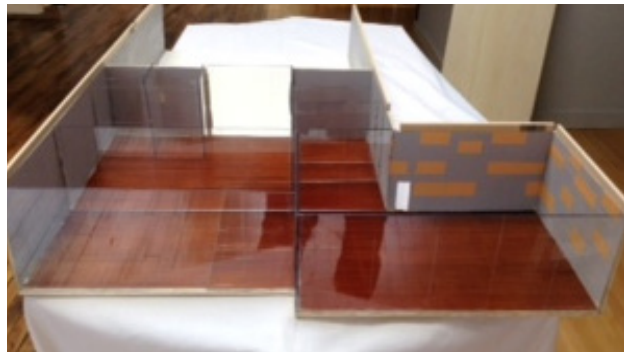
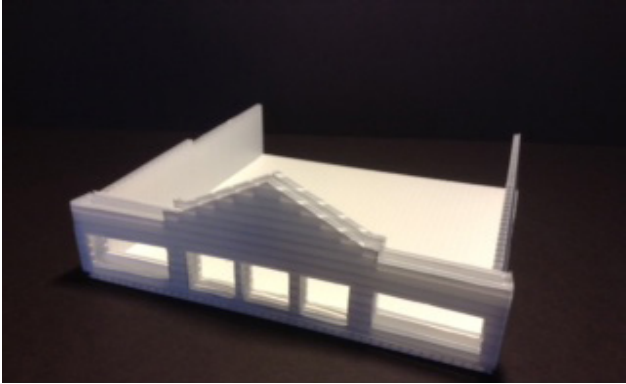
Building area is 38,943 sq. ft.
Program space is 15,794 sq. ft.

The facility has existing restrooms in rear of the building, the redesign will add a second near the front of the facility.

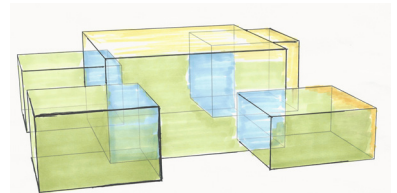
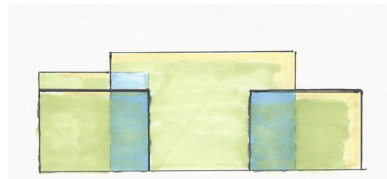
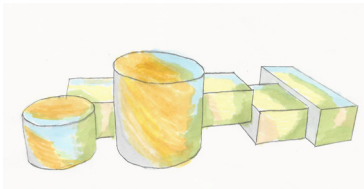
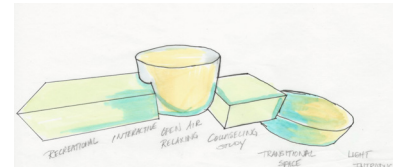
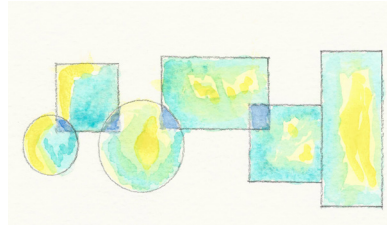
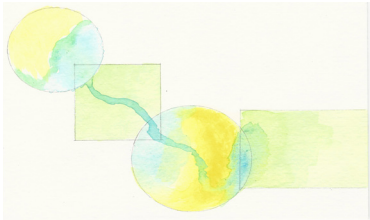
The primary areas within the center will be reception and an informal social gathering area, giving the first line of connection to the space.

There will be 2 private offices and 3 soundproof counseling pods for informal meetings.

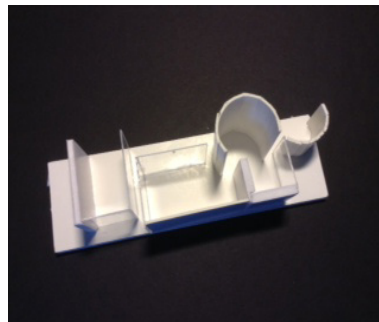
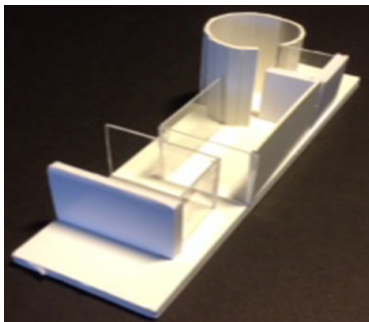
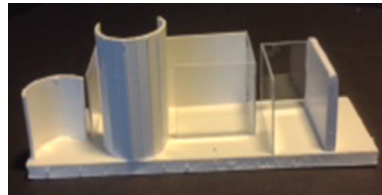
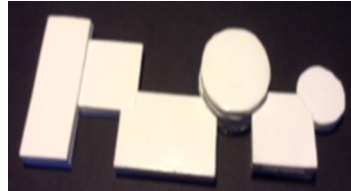
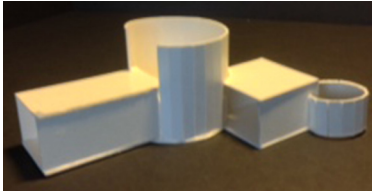
The remaining area will be separated by study pods and informal meeting spaces with inclusive teacher monitor stations.



d.2 Concept Development



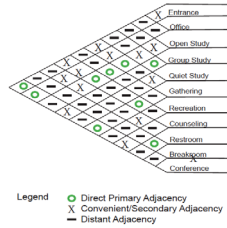
Concept Development 1
Watercolor explorations into
relationships between spaces



Concept Development 2
Further exploration into the transition
between interrelated spaces

Initial concept models - connection of
spaces with differing function.
Transitions should be seamless without
obvious separation.

Adjacency Matrix Bubble Diagram 1

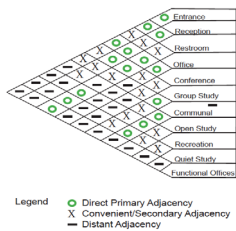


Bubble Diagram 1

Direct adjacencies reveal scattered and illogical functional placement of conjoined spaces.



Adjacency Matrix Bubble Diagram 2



Bubble Diagram 3

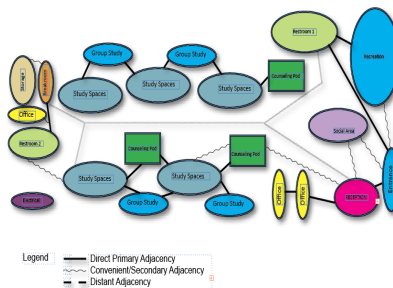
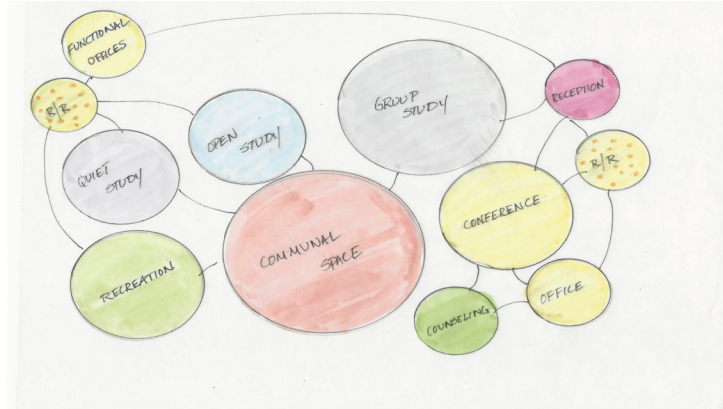
Here direct adjacencies focused the entrance directly into areas that have should have minimal distractions.



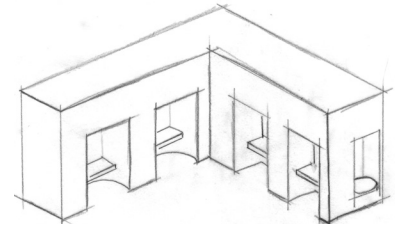
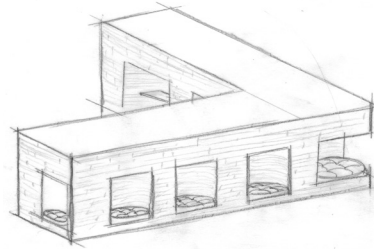
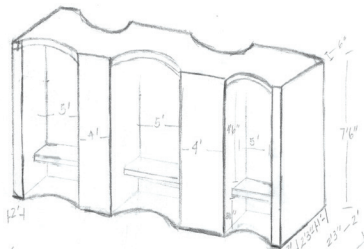
Legend

- Green circle: Direct Primary Adjacency
- X: Convenient/Secondary Adjacency
- Black dash: Distant Adjacency

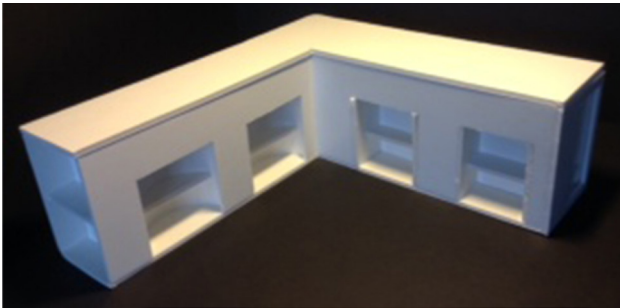
Adjacencies here focused more on communal activities and transitions.



This diagram readdresses issues with adjacency between the informal areas (recreation/social) and the formal areas (study spaces, offices, counseling) to be cognizant of the needs of students, staff, teachers, monitors, counselors and parents.



Initial sketches of desk modules

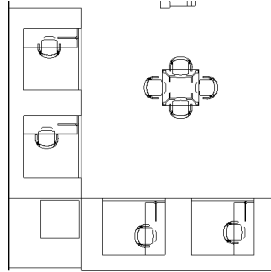


These built modules were explorations that would allow students to choose the level of flexibility for each study session.



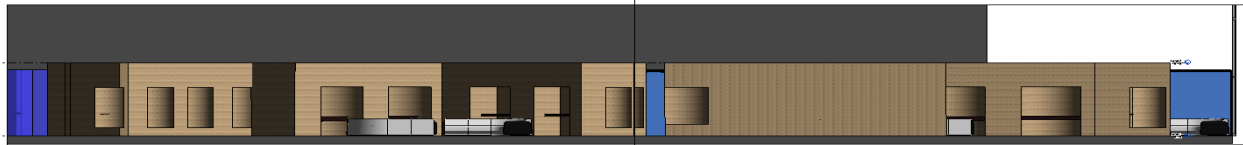


Study module 4 - Original Plan



Study module 4 - New Plan

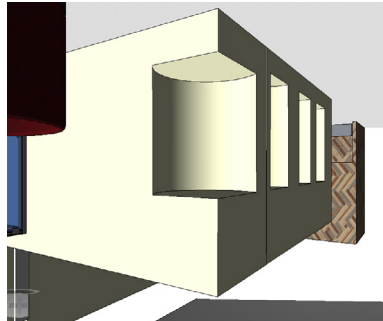
Desk module 4 - a grouping of study pods intended to offer students space to sit with a mentor or teacher. The initial side by side size allocation was considered to be too close in proximity for students with personal space concerns. As designed the module was a large impending structure with unused pockets of space with in the walls.



Study module 4 - Section view



Study module 4 - Perspective 1

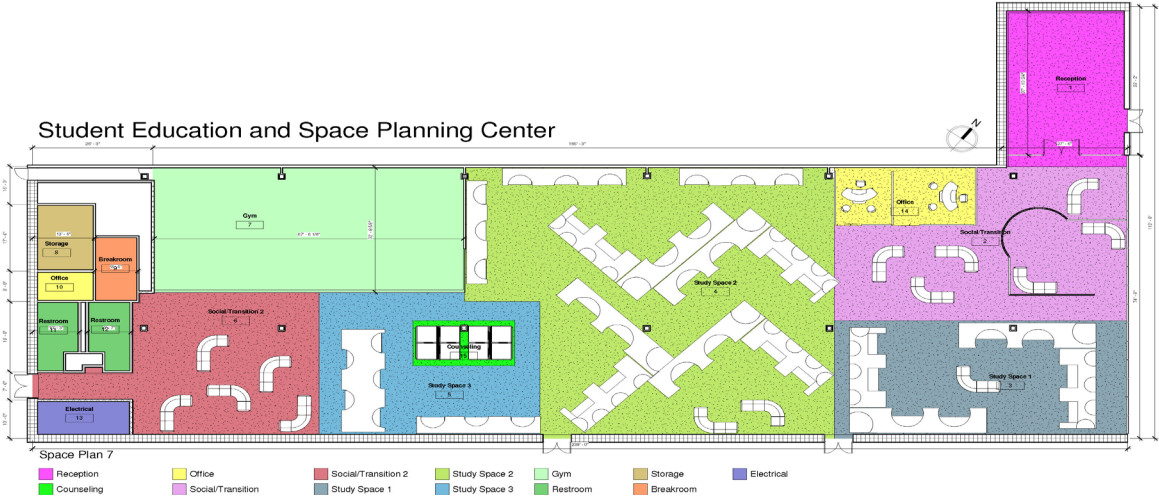


Study module 4 - Perspective 2

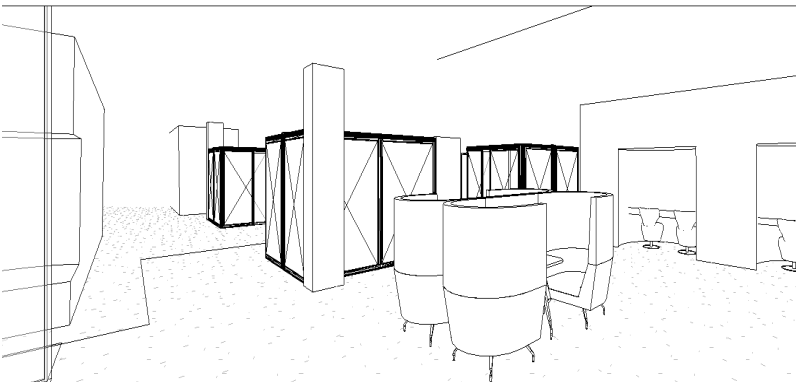
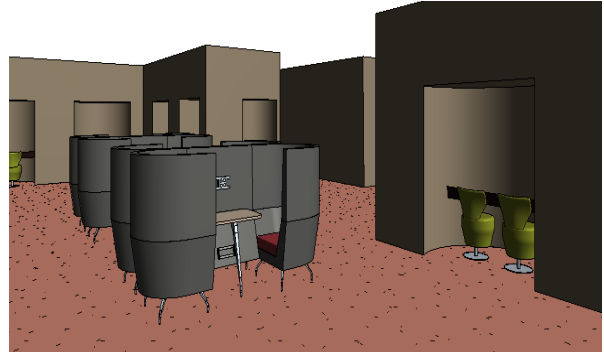
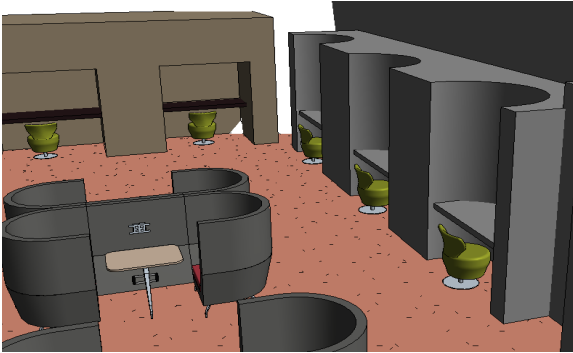
Visual representations of initial desk modules capable of accommodating students in a structured desk environment as well as a more casual approach where students can be afforded a level of individual privacy in cubbies with cushions and electrical connections for laptop or Ipad usage.

Students can remain in a learning environment within close proximity of teachers there to help them learn at their own pace.

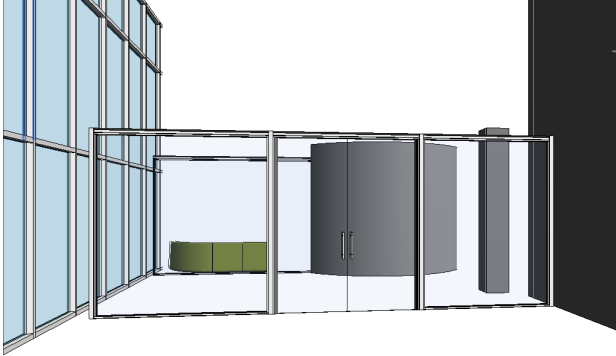
Further progression in space planning and development of the study modules indicated the modules were not completely successful in the proposed configurations through inadequate spacing between some students and dead ends that may have inadvertently caused students stress due to lack of function and lighting. This space plan also realized issues with proposed quiet areas and the distractions that may occur with a recreation and social



d.3. Design Development



In perspective views it is easier to see the virtual spacing of the created student study models, manufactured study stations and counseling pods (Identified with large "X" within rectangular boxes dispersed throughout the study area.

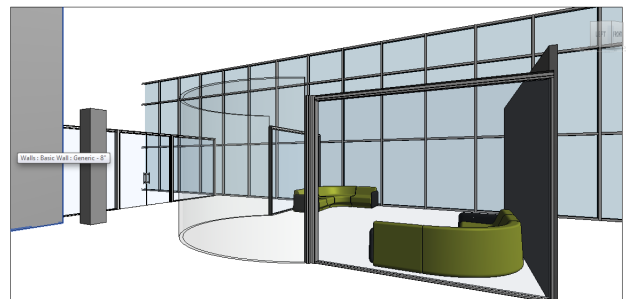


View 1

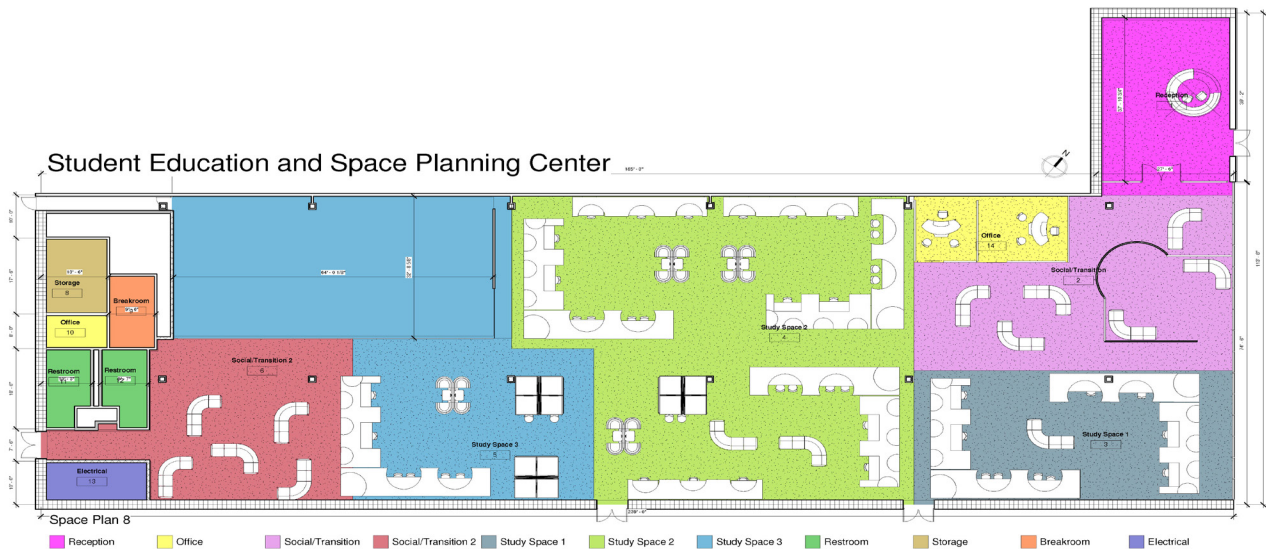
View 2

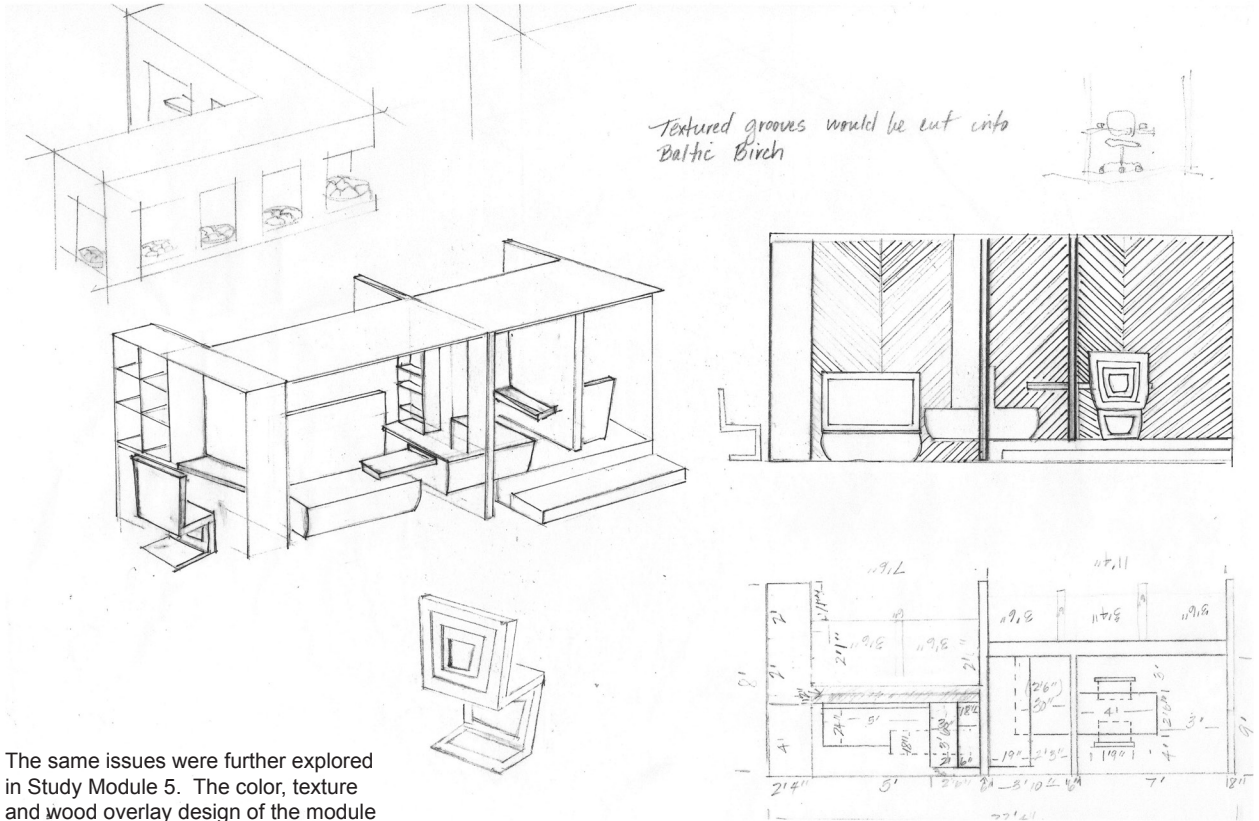
Perspective Images (View 1 & 2)

View from reception into the first social/ group area. The intent in placement was to take full advantage of the natural sunlight that enters the building through its only application of plate glass windows and doors. This space would be key in holding informal conversations held between teens and counselors.



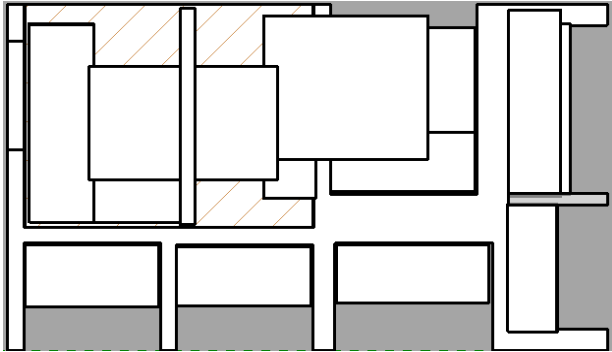
Space Plan 8 addresses concerns about module placement, student interaction, counselor contact and social spaces. The overall space was underused and noise control was at an inadvertent disadvantage.





The same issues were further explored in Study Module 5. The color, texture and wood overlay design of the module were met with strong reactions in open critique and therefore removed in future redesign efforts for a more neutral palette and finish choice.

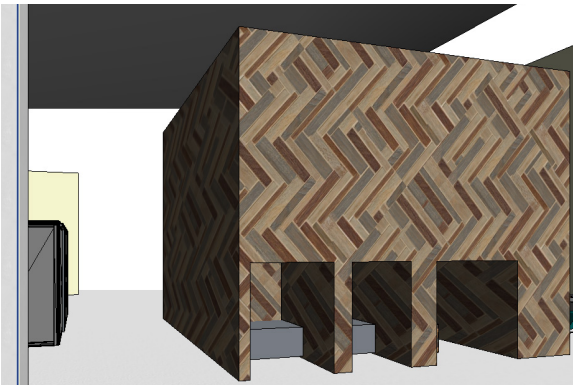
Study Module 5 Design - Baltic Birch



Study Module 5 - Revised Plan



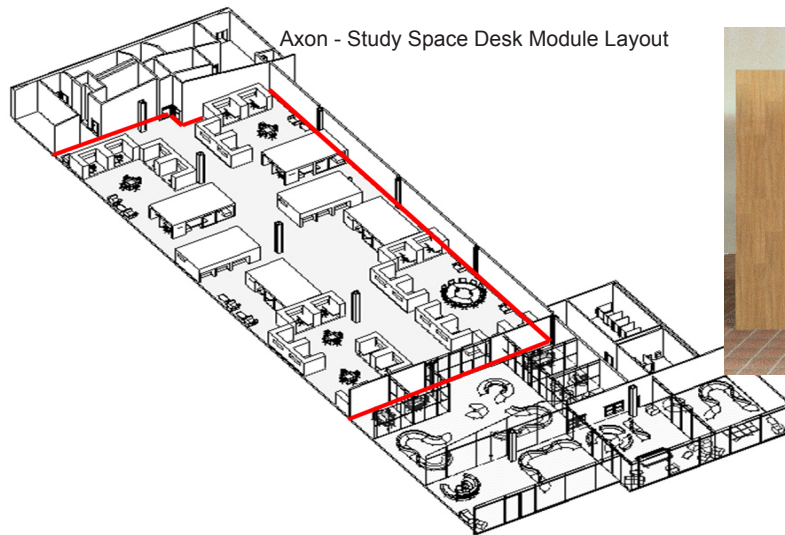
Study Module 5 - Teacher/Monitor Station



Study Module 5 - Student Private Study Unit



Study Module 5 - Student Assisted Study Units



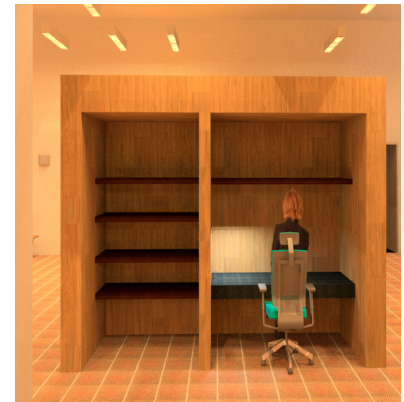
Desk Module 5 - Assisted Study Side



Desk Module 5 - Comfort Side



Desk Module 5



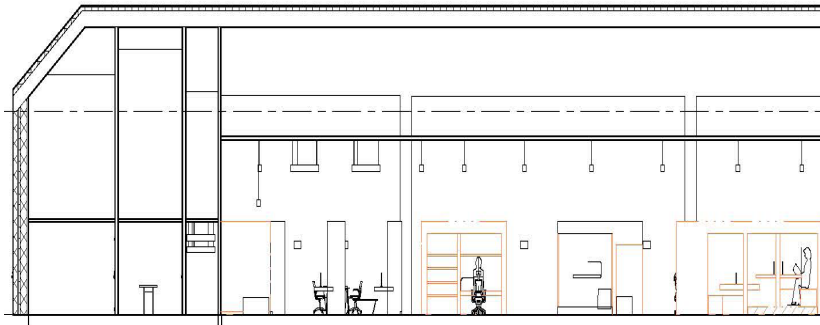
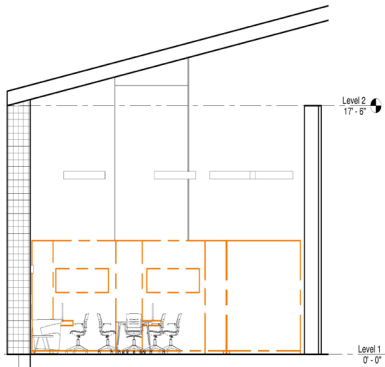
Desk Module 5 - Monitor Station



Desk module 4/5 - View from Rear

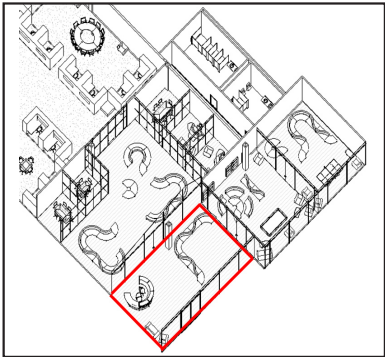


Desk module 4 - Inside View



Desk Module 5 - Sections

d.4. Finished Project Documentation



Axon - Reception



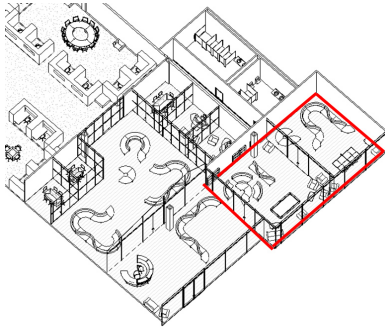
Reception Waiting Area



Student Education and Character Building Center Front Entrance



Recreation Room



Axon - Recreation Space



Reception to Recreation View



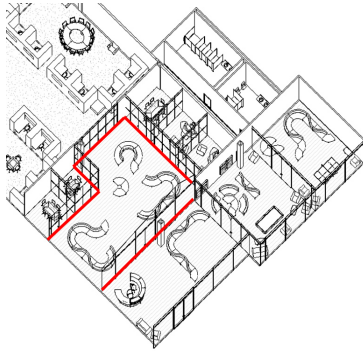
Recreation Room



Recreation Tennis Table Room



Recreation Social Pool Table Room



Axon - Social Area



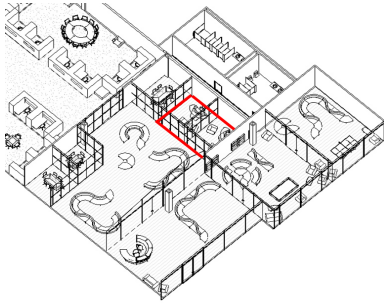
Social Area to Counseling View



Social Area to Reception View



Social Area to Counseling View



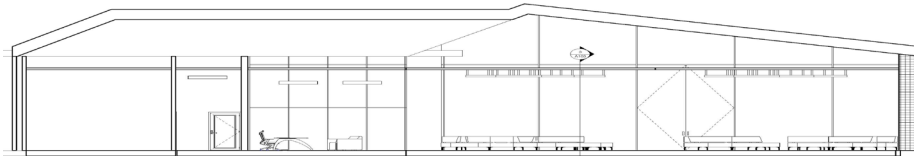
Axon Office Space



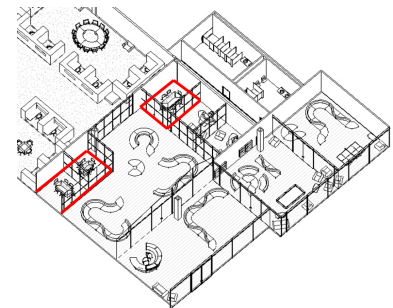
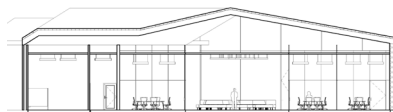
Office view



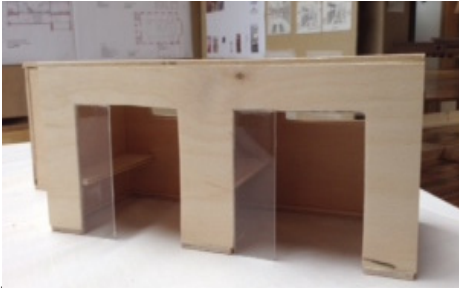
Office to Social Area View



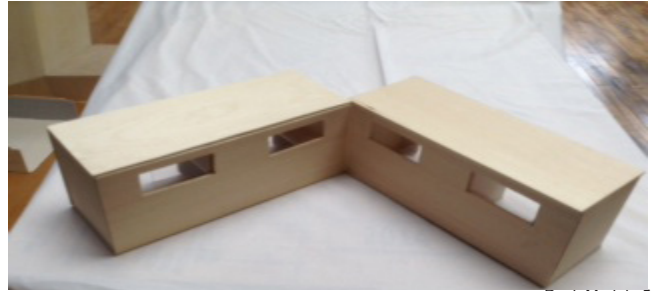
Counseling Conference Spaces



3D Axon Counseling Spaces



Desk Module 4



Desk Module 5



Desk Module 5 Teacher Work Station



Desk module 5 - Assisted Study



Interior - Rec Room



Desk Module 5 - Comfort Side



Building North View 1



Building Northwest View

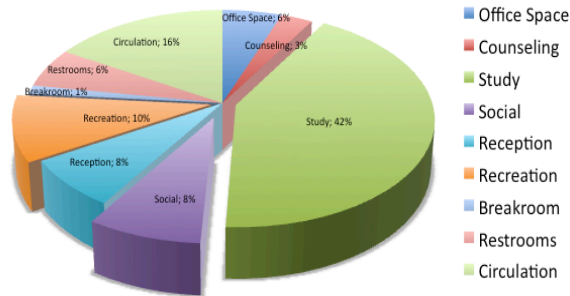


Building Model Southwest View

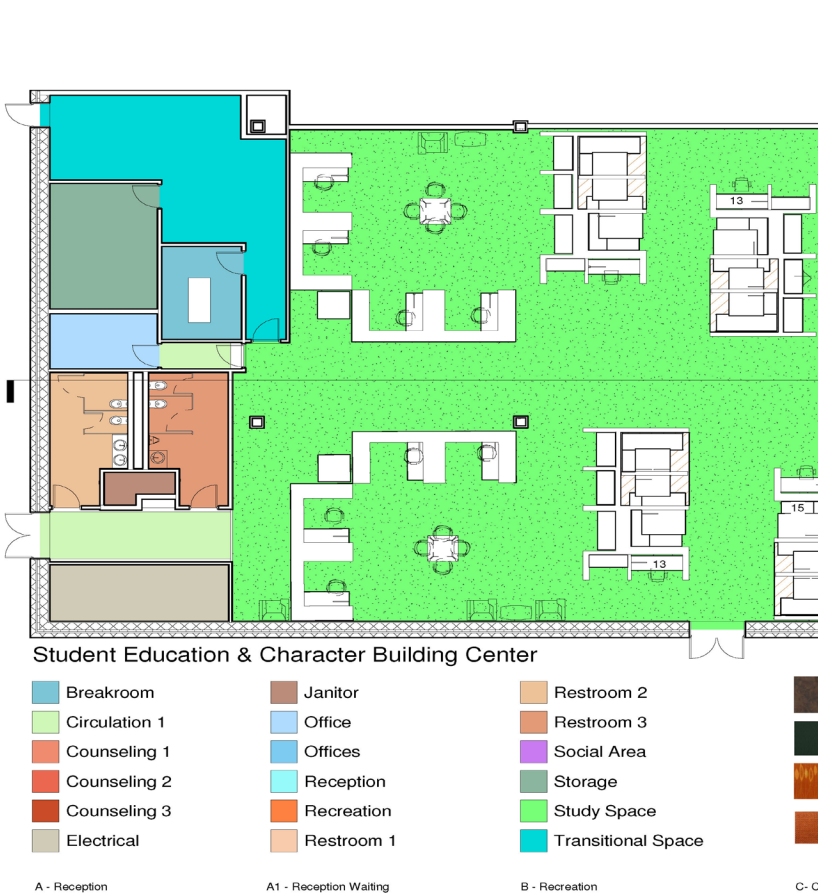


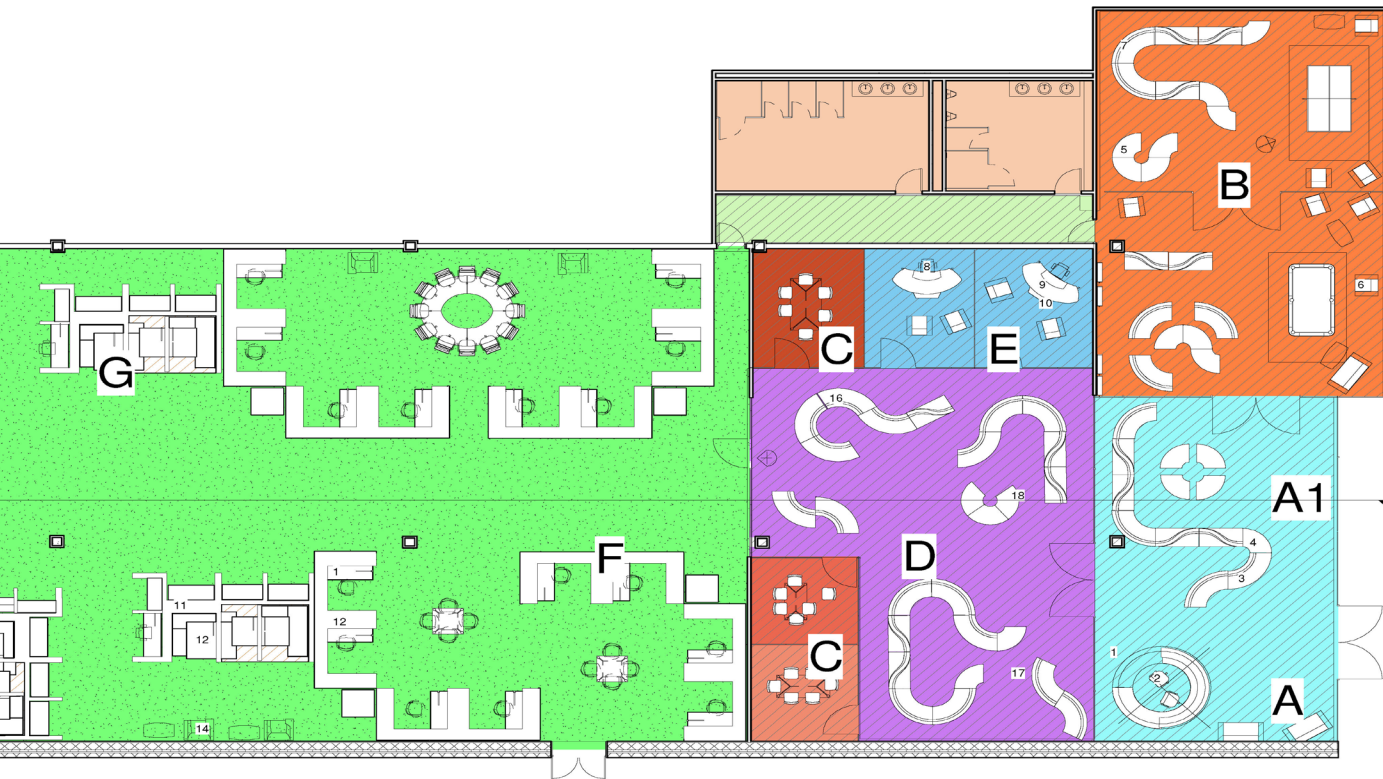
Building Model Front View 2

Program Space 18166.25 Square Feet



The final floor plan reassessed critical adjacencies and focus on student focus concerns. The new focus of the facility is how it is perceived both from the initial onset in its place in a retail market. It further addresses the perception from both a student and parental first impression into a center in which students can feel at ease.





- | | | | | |
|-------------------------------|----------------------------|--------------------------------|----------------------------|---|
| 1 - Reception Dk Mahogany | 5 - Fabric Ottoman | 9 - Aluminum Desk Surface | 12 - Recycled Desk Surface | 16 - Fabric Sofa Seating Curved |
| 2 - Reception Chairs Dk Green | 6 - Recreation Side Chairs | 10 - Brushed Aluminum Finishes | 13 - Teacher Desk Surface | 17 - Fabric Sofa Alternate Circle |
| 3 - Fabric Sofas Oval Repeat | 7 - Recreation Sofas | 11 - Desk Module 6 person | 14 - Study Space Seating | 18 - Fabric Sofa Alternate Orange Spice |
| 4 - Fabric Ottoman/Sides | 8 - Office chairs | 12 - Desk Module 4 person | 15 - Desk Module Seating | |

Counseling

D - Social Area

E - Office Space

Desk Module 4 Person

G - Desk Module 6 Person

Thesis Statement

Functional illiteracy is a growing problem in communities with a struggling infrastructure.

This adaptive reuse project closes the gap between business, education, and the local community.



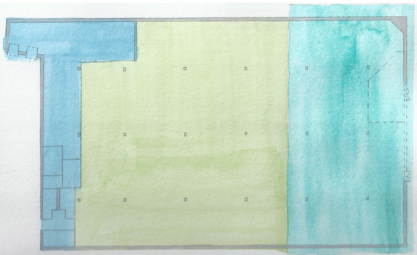
Existing Linen N' Things Site - Not to Scale

Project Statement

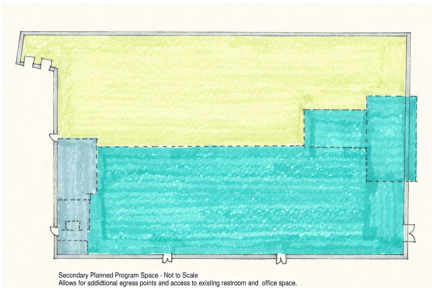
This project will show how color and design can have a strong physiological and social impact on the learning capability of a student.



Site Location in Newport News, Virginia



Original Planned Program Space - Not to Scale
Did not allow access to rear of facility where emergency egress and restroom facilities were located.



Secondary Planned Program Space - Not to Scale
Allows for additional egress points and access to existing restroom and office space.

Seeking to provide comfort, function, flexibility and safety the program can positively support the educational needs of the illiterate.

d.5. Final Board Presentation

Precedent Studies and Research

The Reggio Emilia Approach Case Study #1

Children need a new way to learn. Unlearned from June 2011. The "third teacher" is the physical environment, which should reflect its surrounding community: parents, teachers, educators and students. Factors in environment, open spaces, natural light, spaces for large and small groups for congregation, organizational flexibility and personal connections to workplaces.



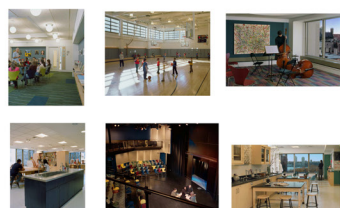
Image courtesy of Emilio research industries

The Calhoun School Case Study #2

Progressive Education to foster the social, emotional and intellectual needs of its students. School was based on scientific research indicating children learn best in an experiential learning environment focused on activity.



Images courtesy of Designshare.com



International School, Netherlands Case Study #3

The school was developed for over 1800 students from many nationalities. They house students in constant transition with many cultural interests. Louvers control light and temperature control throughout.

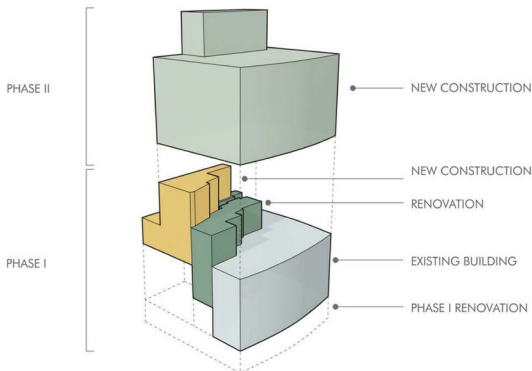
The central theme of the school is community. Every student has a sense of belonging. Interaction is essential between teachers and parents. The central plaza encourages constant interaction with a living room through which every student must pass through on their way to class.



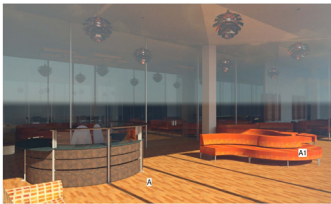
Images courtesy of Designshare.com



The school was designed to address programmatic challenges due to increasing student body. The site challenges were met through horizontal and vertical expansion. The program focus on the mental capacity of the student fostered the whole body experience.



Abstract



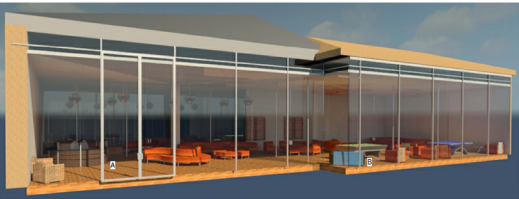
Reception - Not to Scale



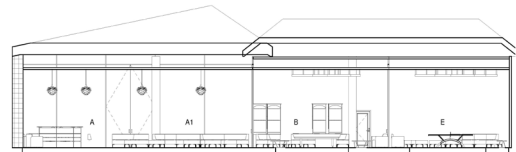
Reception to Gameroom View



Reception Room



Exterior View - Not to Scale



Elevation 1D Reception Recreation View
1/8" = 1'-0"

A- Reception A1- Reception Waiting C- Counseling D- Social Area E- Office F- Study Module 4 Person G- Study Module 6 Person H- Restroom

There are many programs throughout the world and Virginia that have been developed to change the outlook of "at-risk" youth on a broader spectrum. Many of these youth face a different set of paradigms and are often labeled as "bad kids".

Many of these young people simply need a positive environment in which to flourish.

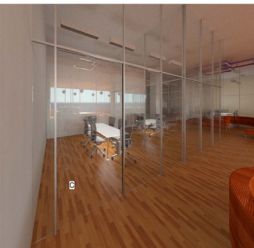
This redesign creates a non-institutional world without the normal boundaries and pressures of the typical classroom and standard grading system.

The student center will cultivate healthy habits for learning that can carry these students on to universities, community colleges, trade schools and eventually the workforce that may eventually support the communities they live in.

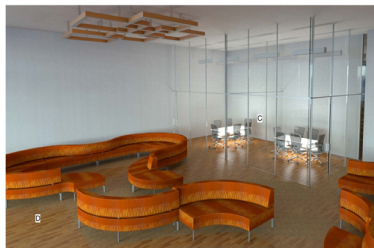
The centers initial introduction invites the user to engage, relate and relax in a stress free environment.

The entire front of the building is glass connecting the community to its youth.

Each student that attends the center will be a referral through teachers, school counselors, and social services.



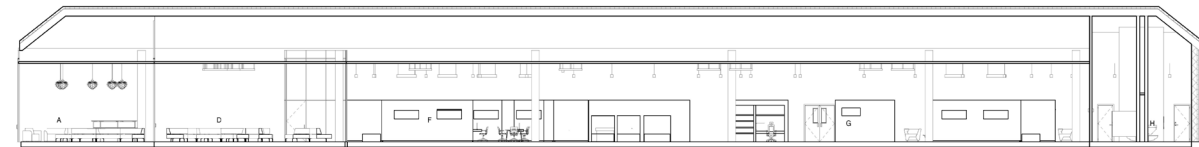
Counseling - Not to Scale



Social Area to Counseling - Not to Scale



3D Axon SE View Color



Elevation 2 Reception Social Study Spaces
1/8" = 1'-0"

4 Person Study Module

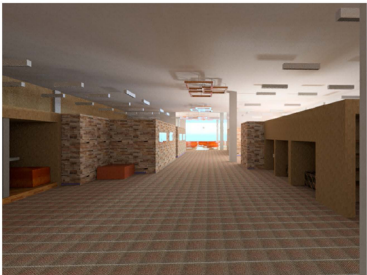


4 Person Study Module - Not to Scale

This study module will allow students a private alcove in which work on reading or mathematics with the flexibility to be readily available for group consulting study sessions.

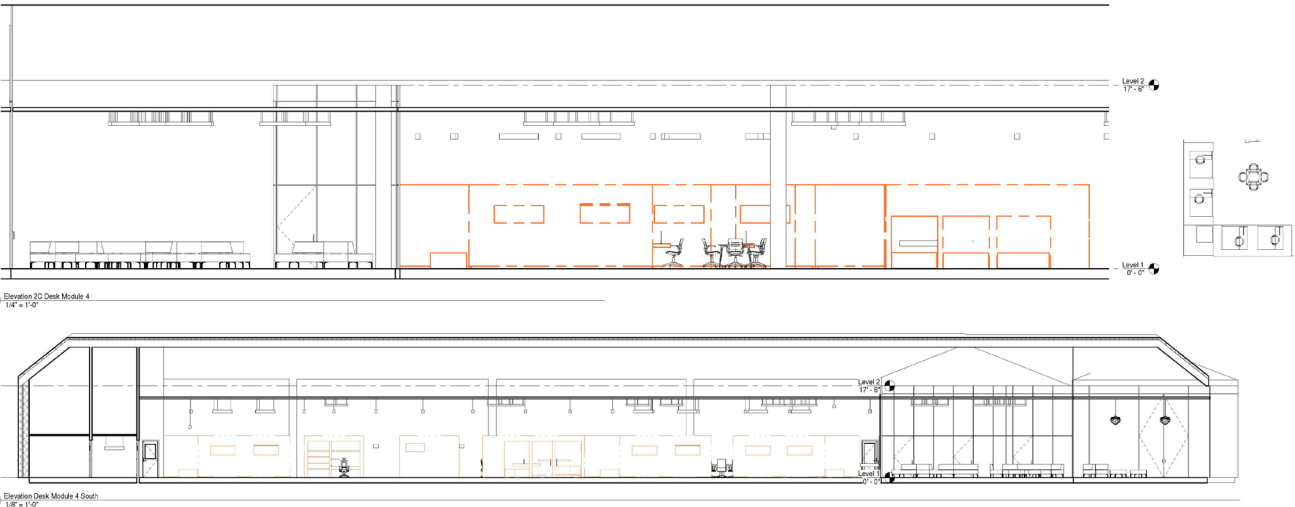
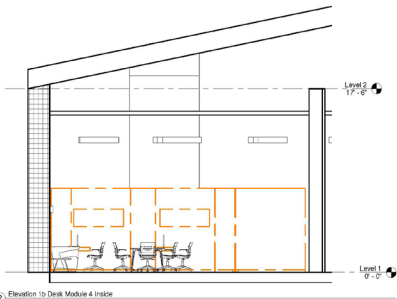
The units are wired to accept laptops, desktop computers and pods. Control over various methods of training.

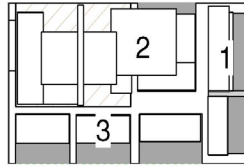
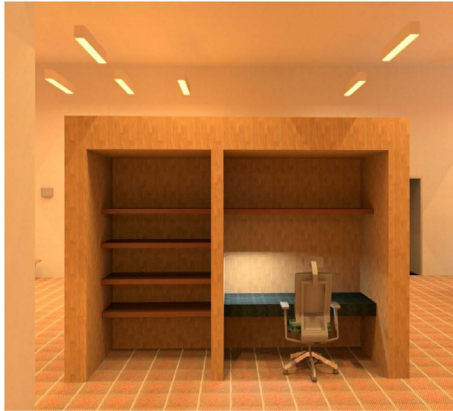
The study pod is covered in a teak wood slat profile giving it a tactile feel in color that calm the spirit.



View From Rear Through Study Spaces - Not to Scale

The Transitional view indicate light filters through out the building as well as individual overhead lights and task lighting in the study models.





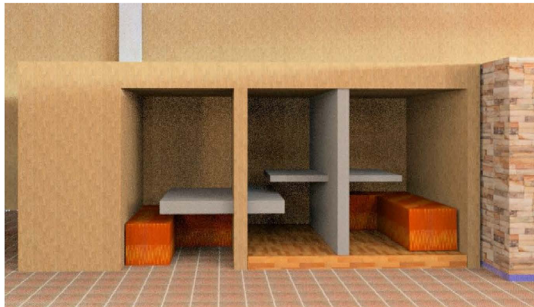
6 Person Study Module

The Teacher Workstation
With these pods dispersed
throughout the space it
allows teachers to be readily
available to students as
needed.

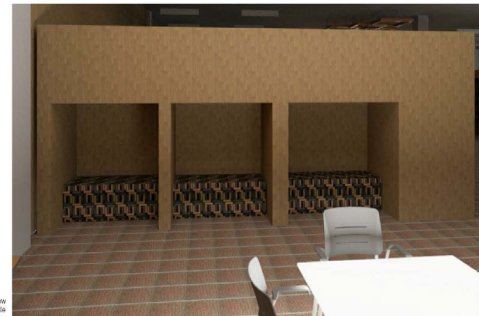
The 6 person study pod is intended
to address the needs of different
students. The pod allows for study
with various levels of privacy.



1. Teacher Workstation - Not to Scale



The assisted workstations
allow students to get together
or with teachers and mentors
for individual reading or math
tutor sessions.



The comfort study pods allow
a student to relax and read while
still in close proximity to help.

2. Assisted Workstations - Not to Scale

3. Comfort Study Pods - Not to scale

Design Conclusions

The overall focus of my project was to find ways to assist and encourage students headed with difficult circumstances that have ultimately lead to a level of literacy not yet addressed in the normal classroom environment.

Many of the youth find it difficult to focus in the traditional classroom due to many environmental and programmatic factors over which they have no control.

By changing the feel of the traditional classroom environment, reducing stress, and focusing on the physical as well as the social needs of students we can strengthen their ability to learn thereby changing their overall outlook on life and the possibility of an unencumbered education.

Through the use of color and comfortable furnishings that include spaces for assisted learning, individual meditation and group facilitation students can choose their level of focus when attending sessions at the Student Education and Character Building Center.

Researchers have discovered that teens often go through an identity crisis as they grow and mature and are often looking for outlets to address many mixed emotions about themselves and those around them.

At the center teachers, parents, businesses and mentors from the local community can help these students reach their full potential.

The color palette of oranges, greens, grays and warm neutral tones in the space surfaces are intended to address our innate responses to color.

Oranges stimulate the social receptors in our brains.

Deeper oranges to browns are known to help with liver disorders and soothe muscular tension.

Small touches of gold/yellow in a color palette help with pain in the joints.

Green is known to have a positive effect on the central nervous system, often energizing and creating focus.

Turquoise which is in the same family as green offers comfort and helps with emotional anxiety and hyperactivity.

All of the colors throughout the space were used with purpose hopefully to stimulate or calm students in a way that helps them to navigate through the education process with ease and confidence.

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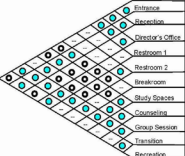
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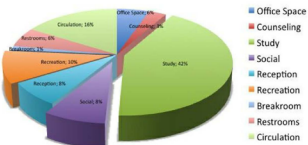
Green is known to have a positive effect on the central nervous system, often energizing and creating focus.

Adjacency Matrix Bubble Diagram 4

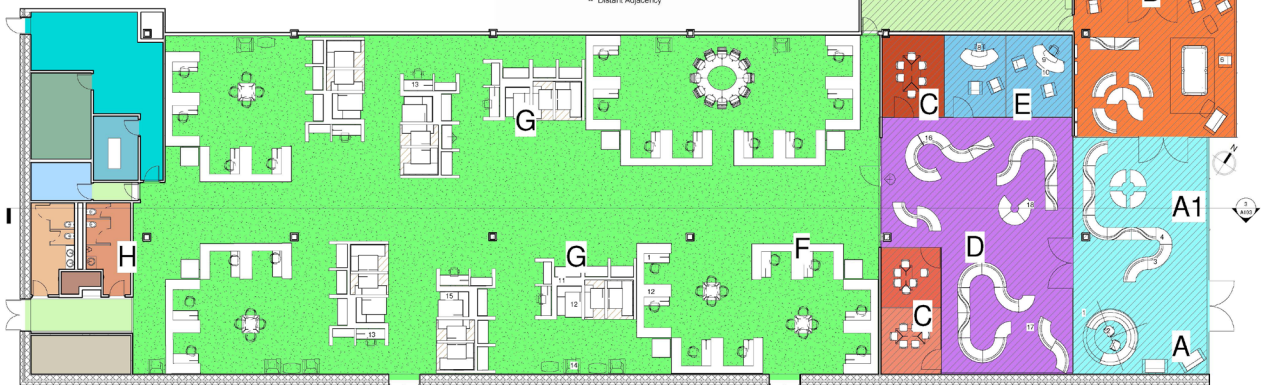


Legend: ● Direct Primary Adjacency
○ Convergent/Secondary Adjacency
○ Distant Adjacency

Program Space 18166.25 Square Feet



● Office Space
● Counseling
● Study
● Social
● Reception
● Recreation
● Breakroom
● Restrooms
● Circulation



Student Education & Character Building Center

- | | | | | | | | |
|-----------------|--------------|----------------------|---------------------------------|------------------------------|----------------------------------|------------------------------|---|
| ● Breakroom | ● Janitor | ● Restroom 2 | ● 1 - Reception DK Manogany | ● 5 - Fabric Ottoman | ● 9 - Aluminum Desk Surface | ● 12 - Recycled Desk Surface | ● 16 - Fabric Sofa Seating Curved |
| ● Circulation 1 | ● Office | ● Restroom 3 | ● 2 - Reception Chairs DK Green | ● 6 - Recreation Side Chairs | ● 10 - Brushed Aluminum Finishes | ● 13 - Teacher Desk Surface | ● 17 - Fabric Sofa Alternate Circle |
| ● Counseling 1 | ● Offices | ● Social Area | ● 3 - Fabric Sofa Civil Repeat | ● 7 - Recreation Sotas | ● 11 - Desk Module 8 person | ● 14 - Study Space Seating | ● 18 - Fabric Sofa Alternate Orange Spike |
| ● Counseling 2 | ● Reception | ● Storage | ● 4 - Fabric Ottoman/Sides | ● 8 - Office chairs | ● 12 - Desk Module 4 person | ● 15 - Desk Module Seating | |
| ● Counseling 3 | ● Recreation | ● Study Space | | | | | |
| ● Electrical | ● Restroom 1 | ● Transitional Space | | | | | |

A - Reception
Color Book Floor Plan
1/8" = 1'-0"

A1 - Reception Walling

B - Recreation

C - Counseling

D - Social Area

E - Office Space

Desk Module 4 Person

G - Desk Module 6 Person

Final Floor Plan A106

E. Summary/Citations/Conclusions

Design Conclusions

The overall focus of my project was to find ways to uplift and encourage students faced with difficult circumstances that have ultimately lead to a level of illiteracy not yet addressed in the normal classroom environment.

Many at risk youth find it difficult to navigate in the traditional classroom due to many environmental and programmatic factors over which they have no control.

By changing the feel of a classroom environment, reducing stress and focusing on the physical as well the social needs of students we can strengthen their ability to learn thereby, changing their overall outlook on life and creating the possibility of an unencumbered education.

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All of the colors throughout the space were used with purpose hopefully to stimulate or calm students in a way that helps them navigate through the education process with ease and confidence.

e.1. References/Works Cited

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e.2. Figures

List of Figures

Figure 1

Wilson, Scott, "Linen n Things - Newport News, VA - VCU School of Design - Project". Architectual Drawings. Message to Latonia Chavis. 17 Sep 2013. E-mail.

Figure 2

PHOTOGRAPH FOUND ONLINE: N.p. The "Piazza": common space in a preschool. Reggio Emilio Approach. July 2009.
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Figure 3

PHOTOGRAPH FOUND ONLINE: N.p. "Lavender Sensory". Reggio Emilio Approach. June 2013.
<http://theimaginationtree.com/wp-content/uploads/2013/09/Lavender-sensory-salt1.jpg>. May 4, 2014

Figure 4

PHOTOGRAPH FOUND ONLINE: N.p. . "N.d.". Montessori School, 23 Aug 2013.

Figure 5

Image from fron of Research into connection
<https://www.deakin.edu.au/arts-ed/efi/pubs/deecd-reports-blackmore-learning-spaces.pdf>

Figure 6 - 6E

Photograph found online: N.p. "Designing for future learning". The Calhoun School. 1974polaris.
<http://www.designshare.com/index.php/projects/the-calhoun-school-xfowle/images/@4503>, August 23, 2013

Figure 7 - 7E

Photograph found online: N.p. "Designing for Future Learning". Polaris School. 1994.
[http://www.designshare.com/index.php/projects/polarisk12/images/transformation,Color Balance,](http://www.designshare.com/index.php/projects/polarisk12/images/transformation,Color%20Balance)

Figure 8 - 8E

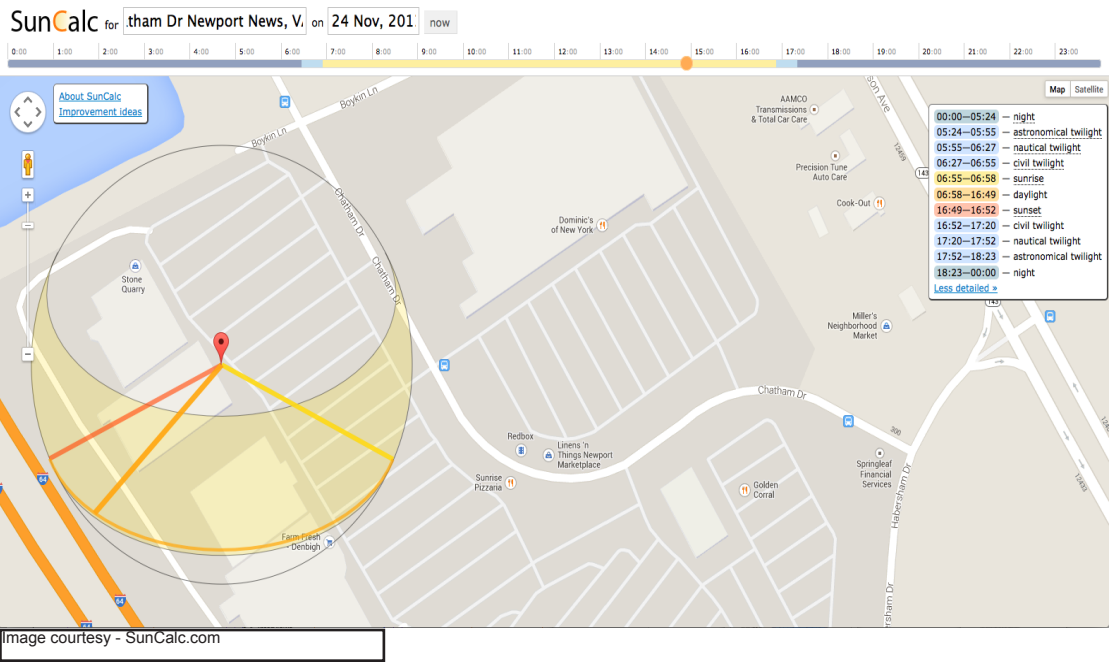
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Figure 9 - 9D

Photographs found online: N.p. "Jacob Burns Film Center, media Arts Lab". 2008.
[http://www.en.wikipedia.org/wiki/File:Theatr_Facade_jacob_Burns_Film_Center/images/Oct 26, 2013,](http://www.en.wikipedia.org/wiki/File:Theatr_Facade_jacob_Burns_Film_Center/images/Oct%2026%2C%202013)

e.3. Appendices

Appendix 1



Sun calculation studies indicate that the sun's natural path around the site will not offer any substantial light into the facility after the noon hour.

Appendix 2

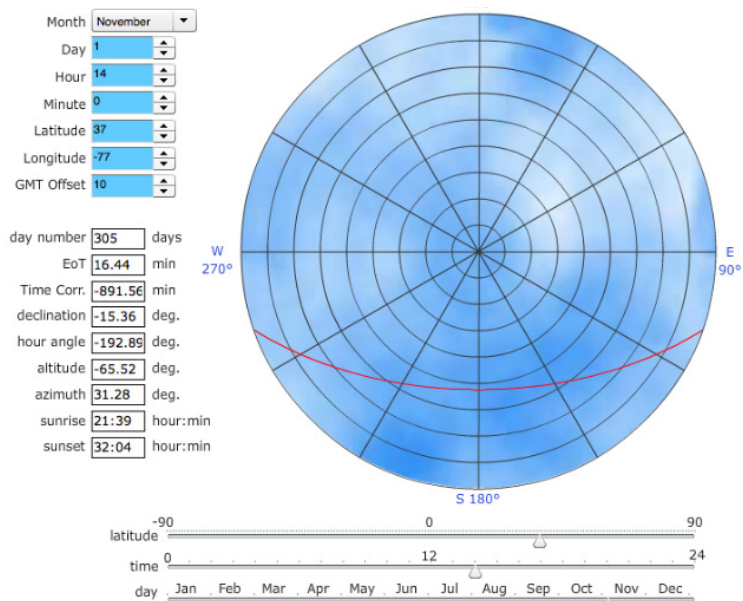
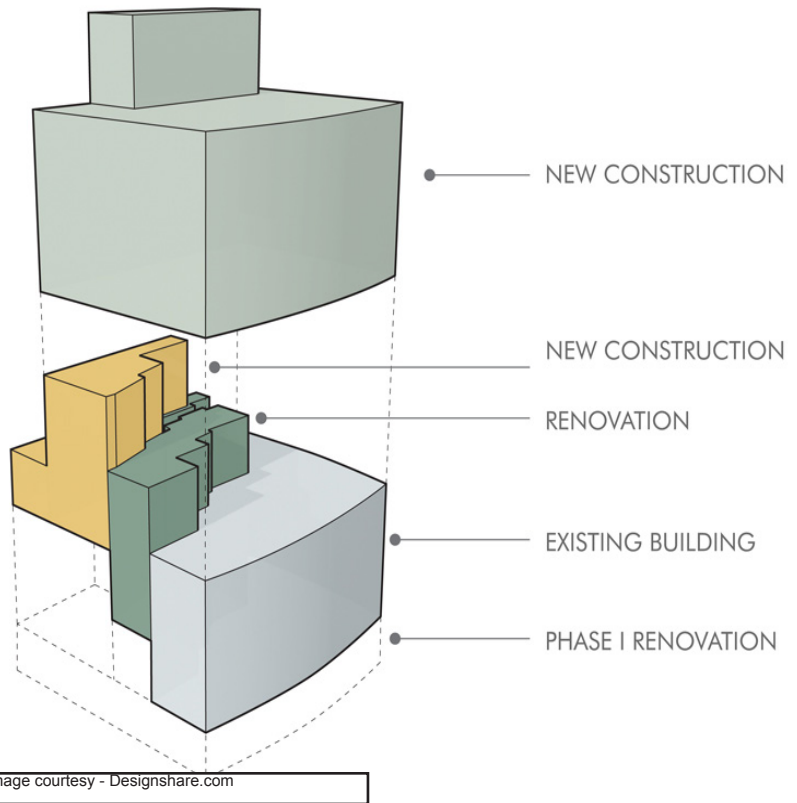


Image courtesy - Designshare.com

This sun position calculator verifies that natural light will always be lacking in the facility without changes to physical structure. Light is important in the body's natural ability to function so it will be an important consideration in the plan.

Appendix 3



The Axon of the space shows the footprint of the Calhoun Building (pg 40).

It indicates the phases of design development and how it progressed. The school was in full use throughout the entire design/build process.

Appendix 4

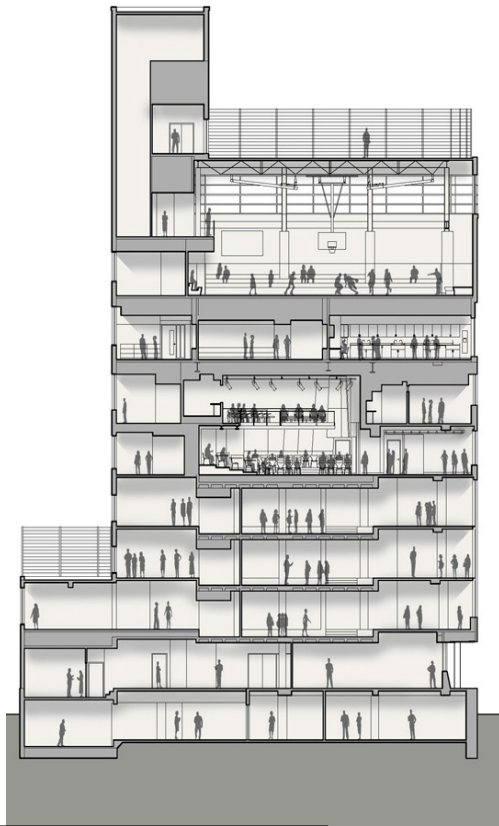


Image courtesy - Designshare.com

This is a section of the Calhoun building that shows its vertical construction plan that shows a counter balance of weight throughout the upper floors.

Appendix 5



Image courtesy - Designshare.com

Polaris School Site



Image courtesy - Designshare.com

Appendix 6



1ST FLOOR PLAN

Image courtesy - Designshare.com



2ND FLOOR PLAN

Image courtesy - Designshare.com

Appendix 7

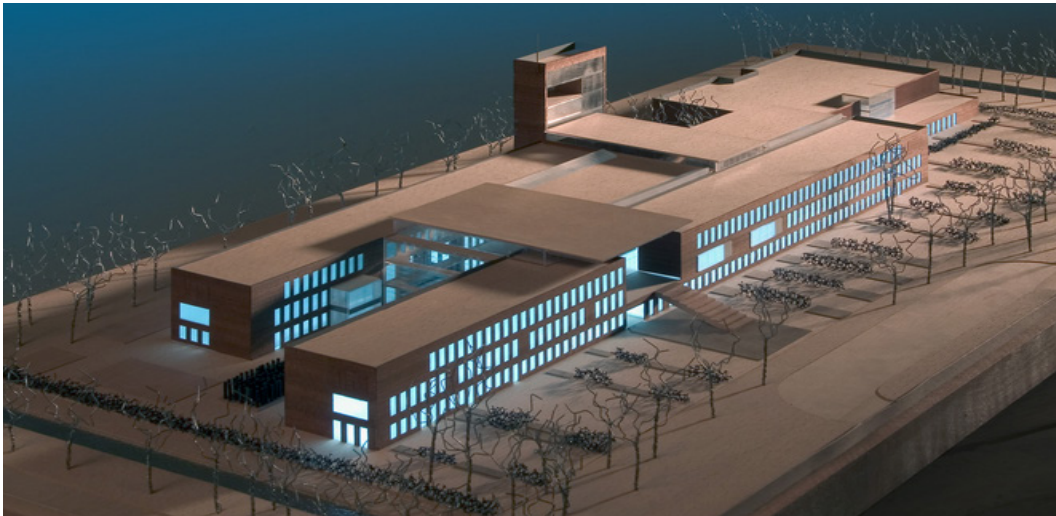
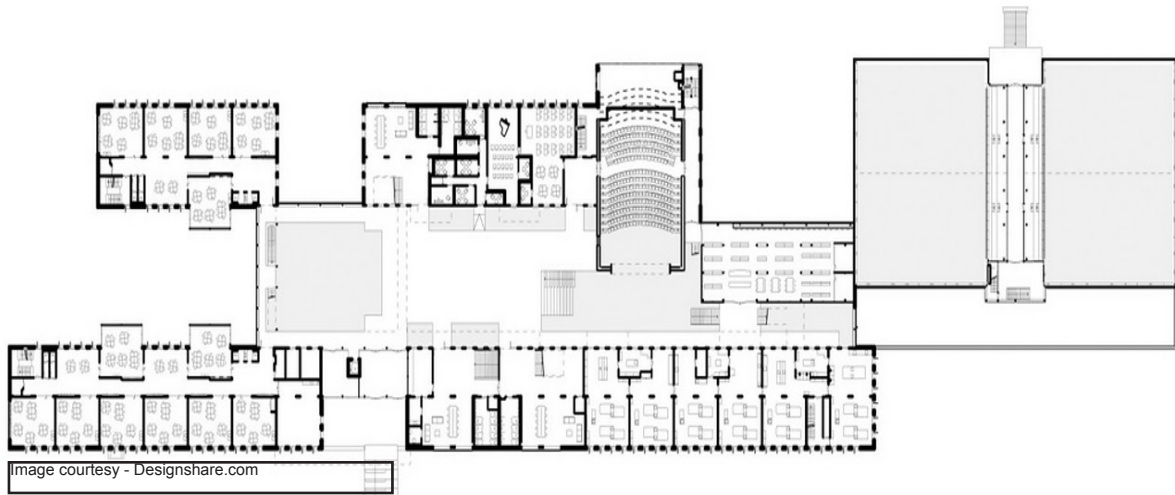


Image courtesy - Designshare.com

Appendix 8

The International School Netherlands

The model of the school shows the overall layout that supports the school programmatic theme of interaction between the parents, students and teachers. Every classroom and meeting space faces toward central plaza to circumvent separation of learning.



Appendix 9



The Original Jacob Burns Media Center, was the brain child of a group of concerned citizens interested in creating something the town of Westchester county did not have A cultural arts center. The Rome theater was one of the original film houses of the area that lost its footing due to newer and bigger cinemaplexes.

Appendix 10

1ST FLOOR



Image courtesy - Designshare.com

2ND FLOOR

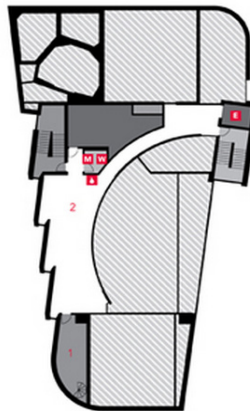


Image courtesy - Designshare.com

BASEMENT

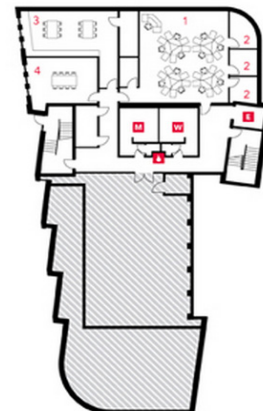


Image courtesy - Designshare.com

The First floor of the facility houses a space for workshops (1) a sound stage (2) which doubles as space to show progress and create sounds for backdrops to the visual images. There is a full recording studio (3) to produce and edit the film making process (5). There is a coat check (4). Guest can attend viewings in the screening room (6). Equipment storage (8). Storage (7).

The 2nd floor plan houses a projection room (1) an open area focused on a fundraising aspect of the theatre (2). The entire program is funded entirely from sponsors and the youth receiving the training, attend at no cost. The elevator (E) and restroom facilities are centrally located for the best possible accessibility (M,W).

The basement of the building houses the film editing suites (1 & 2), a fully composed animation studio (3) which ensures the students will be fully capable of competing in the world of film making and its advances in animation.

VITA

Latonia M. Ricks-Chavis was born on July 21, 1963 in Tripoli, Libya and is a citizen of the United States. She graduated from Booker T. Washington High School in Norfolk, Virginia in 1981. She joined the United States Air Force in 1981 and served her country honorably for 22 years. She has an Associate in Applied Science in Telecommunications Management 1994, CCAF Associate in Applied Science in Education and Training Management, 1999, CCAF. She also holds many other military service awards and certifications. A Bachelors of Science degree from Southern Illinois University in Adult Workforce Education in 2004. She is the co-owner of TTC Enterprise Home Improvement and Handyman Service in Yorktown, Virginia. Board member of the York/Poquoson Social Services Board.